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Concept of a Model City Complex

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The model cities concept calls for an educational complex which includes the nonschool educational institutions and facilities of the community as well as actual school facilities. Such an educational complex would require a wider administrative base than the school yet smaller than the municipal government. Examples of nonschool educational institutions which could be developed for model city residents include: (1) School/community library, (2) Teaching materials center, (3) performing arts auditorium/theatre, (4) shops and laboratories, (5) sports facilities, (6) instructional technology center, (7) preschool with a parent education center, (8) early childhood education center, (9) adult education center, (10) guidance and counseling center, (11) career development center, (12) health and social service center, (13) special education facilities, (14) transportation headquarters and, (15) diagnostic and remedial reading center. A related document is: EA 002 423. (JH)

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CONCEPT OF A MODEL CITY COMPLEX

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Field Paper No. 14

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To facilitate learning in a variety of ways while developing feeder units to newly certificated positions, a Model City Complex is recommended. This Complex would be housed in nonschool education institutions and facilities. The term institutions, as well as facilities, is used because certain educational institutions, organizationally within the Complex, might not have facilities of their own. An example could be the Adult Education Center with an organizational identity of its own, inclusion in the administrative organization of the Complex, but no separate facilities during the formative years. Instead it would meet in high schools, churches, or storefront classrooms in the evening.

The design suggested has some specific philosophical points of view, as stated in the following guidelines.

- All Model City Complex sites will be within the area serviced by the original grant, if possible.
- Use of currently operating services will be considered first as site locations.
- When new sites are required, they will be remodeled by local citizens following designs of local citizens.
- Training positions at the sites will be held by local citizens. Curriculum for training efforts will be designed by local citizens. Trainees and recipients of services will be local citizens.

- When and where possible, an old "row house" should be purchased by the Model City Program and returned to the public under a new heading--Rented Facilities for Government Funded Projects. These locations should be designed for further housing of federal social programs so operating and maintenance funds can be obtained.
- Certification for Site Management, Training, etc. will be developed by the centers and will eventuate in state-level, recognized certificates.
- All positions should phase into a hard-funds support base within five years, for example, a day care worker should be salaried by the state during his fifth year of training.

A number of nonschool educational institutions or facilities to serve Model City residents are conceivable in the Complex. Several of those offering promise are listed below.

1. School/Community Library. This is a promising institution with which Seattle, Washington, has had experience. It initially should be in an area where local residents would staff it.

2. Teaching Materials Center. Again, this is an institution with prototypes available from PL89-10 Title III reports. Some experience, although limited, has been accumulated with this type of Center. If it could be designed to serve an entire Complex, its potential is great.

3. Performing/Creative/and Constructive Arts Auditorium/Theatre. This kind of facility has been much in need with the recent increase of expanded opportunities in the creative arts. Traditional school

auditoriums were used only a small percentage of the time and strong movements against school facilities have developed. Therefore, the initial site should be a multipurpose facility already in existence. The "Seven of Diamonds Club" could provide such a site.

The approach being suggested here is to build facilities for special purposes, if such special facilities actually do not exist now. Their use would be shared over a wide population to make utilization percentages acceptable.

The idea of sharing is certainly not new, but it has traditionally faltered in its actual administration. An administrative base, wider than the school yet smaller than our present city, is called for. The "Educational" Complex would provide such a base. Administration of such facilities as auditoriums on a Complex-wide basis also would provide for easier access by community groups. Training programs housed there should be staffed as soon as possible by local people.

4. Shops and Laboratories. These expensive facilities might well be shared by junior high and high schools, as well as adult education and other groups. They should have one-third of their time for production, one-third for training and one-third in working with schools in the Complex area.

5. Sports Facilities. Expensive playing fields, stadiums, swimming pools and other facilities could be shared within the Complex by schools and community. The Knox Street Center efforts, plus other sites, might comprise this Complex initially.

6. Instructional Technology Center. Instructional technology is one of the most exciting new developments in education. Yet, because of the expense, the lack of trained personnel and inadequate curricular programs, this new development has had little real impact. Sharing and full-day utilization of an Instructional Technology Center would help reduce unit costs. Personnel could be trained and curriculum packages developed by professionals working from a broad base. The inclusion of an Instructional Technology Center within a Complex would be a practical way of coping with the associated problems. Religious educators, small businesses and sales force groups, teaching groups, etc., would use such a Center. Staffing again should be local citizens. (Lack of a pool of trainers in this area may cause a two or three year delay in use of local personnel.)

7. Preschool with Parent Education Center. In many areas there is a great need for carefully planned, instructive preschool experiences for our children. Such a program, with substantial parent involvement and education, could be conducted best within the framework of the "Educational" Complex. A successful preschool program would demand modifications in K-3 programs as well as in certification programs. Currently, the Northwest Regional Educational Laboratory is developing concepts with Portland Community College personnel. A one- and two-year degree, plus an on-the-job program, are under discussion. Basically, these programs would terminate in certificated personnel for day care or preschool positions. No high school degree will be required for entry into this program.

Substantial preliminary planning has already been done in the

preschool area. Working relationships with the Metropolitan Steering Committee and the Northwest Regional Educational Laboratory should be encouraged.

The Parent-Child Service Center currently funded could provide a solid base for forward movement. Perhaps a preschool with a Parent Education Center should be one of the first institutions to be included in the Complex.

8. Early Childhood Education Center. Another approach to the same problems considered in No. 7 would be the Early Childhood Education Center. This would be a school-like institution involving preschool through grade 3. Its integrated program would be housed in a facility separate from the regular school. Dr. Michael Giammatteo's house-school concept is such an example. In some ways, this concept is more advanced than the preschool center suggested above. Considerable planning would have to be undertaken. Perhaps the Early Childhood Education Center would be the natural evolutionary successor to the preschool center and the primary grades of regular school. Follow Through funds might be used as well as Follow Through staff for initial training personnel. The Complex concept is sufficiently flexible to accommodate, even foster, such change. Similarly, each Complex would be a discrete feeder unit. It would be possible for one to be operating with preschools and conventional primary grades while the neighboring Complex might reflect the local needs and operate in a different fashion.

9. Adult Education Center. This is an example of a necessary institution within the Complex. It might not have any facilities of its own

except, perhaps, an administrative office. All of the other facilities of the Educational Complex would be available for use by adult education. For example, the conventional high school classrooms could be used for adult academic classes, sports facilities for adult physical fitness programs, and technological equipment for aiding people in their efforts to teach adult illiterates.

Portland has shown a high interest and gained substantial experience in adult education, but the programs have never been adequately resourced or recognized. The demand for adult education programs will continue to increase. Indeed, they may accelerate rapidly. Operating this program through the Model City Complex may be the best way to insure integration of programs and maximum use of facilities.

10. Guidance and Counseling Center. A Guidance and Counseling Center for both educational and vocational purposes could be included within the Complex. It would be open to all at hours convenient to employed persons as well as students. Its efforts would be coordinated with the other institutions of the Complex. The four "community" people per school attendance area, recommended by the Citizen's Participation Committee, could well be housed at this site. The Guidance and Counseling Center should be one of the first institutions to be included in the Complex. The National Alliance of Businessmen should have a representative housed in this Center.

11. Career Development Center. This Center provides a place where school dropouts and others interested in continuing education might come without shame. The storefront school now in operation could be the initial Center site. An ideal educational system, of course,

would not require such an institution. However, the realities show a need to provide for the education of dropouts through different means than they have experienced previously. Due to negative attitudes held by many residents, a facility, separate, apart and different from regular schools, would probably be necessary within many of the proposed Complexes.

Some preliminary work has been done in this area, notably the out-of-school program of the Neighborhood Youth Corps. Building upon this and other pertinent experience, it might be possible to provide early inclusion of both dropout prevention and out-of-school programs within the Complex. Obviously, such programs would be coordinated with each high school, the Guidance and Counseling Center, Adult Education Center and other relevant institutions within the Complex.

12. Health and Social Service Center. In some geographic areas it might be well to provide a Health and Social Service Center within the Complex. This would be an overt recognition of the known relationships between social, health and educational problems. Such Centers might be operated by the public health nurse in the area. They would be coordinated, however, with the overall efforts of the state-level departments of health and welfare and with the Complex. Much planning would have to be done in this area. Currently, the training model devised by the Northwest Regional Educational Laboratory and implemented by Portland Community College for the Parent-Child Center is a viable model. (See Field Paper No. 11.) Bess Kaiser Hospital, University of Oregon Medical School, Metropolitan Steering

Committee and Northwest Regional Educational Laboratory may currently have some insights about such a Center.

13. Special Education Facilities. Special education facilities could be included within the Complex and coordinated with all other institutions and schools. Those involved are the mentally retarded, emotionally disturbed and others traditionally included in the domain of special education. This might provide, for example, a way to extend benefits of special education to people beyond the normal "school age."

14. Transportation Headquarters. This item is included to suggest some administrative and support programs which might be centered in the Complex. Transportation will increase, in all probability, in the next several years. Until now transportation has been used primarily for getting students to and from school. It is time to go a little further and think in terms of how transportation might be used best for educational purposes. If this function were centered in and operated by the Complex, some of the same buses used for transporting students to school could be used for moving others among the various institutions within the Complex. For example, if full-day utilization by sharing is to be effective, it will be necessary to transport young children to the Instructional Technology Center for initial reading instruction, a high school English class to the auditorium to view a dramatic production, or advanced junior high students to a high school laboratory or shop. This activity would require careful scheduling, coordination and control of transportation within the Complex.

15. Diagnostic and Remedial Reading Center. This Center should not exist in the regular school system because of the tie between

psychological factors and reading. Under the Model City Complex concept, a Diagnostic and Remedial Reading Center could be established, expanded, contracted or eliminated as conditions changed. Coordinated within the Complex, its services could be made available to people of all ages.

It is vital to the concept that Model City staff seek those current efforts that talk to the prementioned points as early as possible. This list could be extended. The flexibility of the concept allows for the addition (or removal) of institutions and facilities as conditions or the ability to cope with them change. Obviously, it would not be possible, and probably wouldn't be desirable, to establish all of these institutions within a Model City Complex at one time. They could and should be phased in over a period of time according to a carefully planned schedule.

The amount of nonschool educational institutions included in this concept is formidable. It is important to remember the school itself would remain the central institution. Major efforts would be directed towards its improvement. The complex concept is no panacea; it would not compensate for poorly staffed schools or poorly conceived curricula. Rather, the Complex is proposed as a means of coping with the multitude of important and complex factors which impinge upon the life of any individual. In the long run the Complex should draw people from various walks of life, thus fostering true integration.